

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: K/Jack and Jill: Learning About Ourselves Through Nursery Rhymes

Course Code: ELA

COURSE INTRODUCTION:

Children enter kindergarten with varying academic skills. A kindergarten school year will provide many opportunities and experiences with poems, nonfiction and fiction text, songs, and rhymes. They will be immersed in a print rich environment engaging in meaningful reading and writing experiences. By the end of the year, students will be able to cooperate with peers, read and comprehend simple text using various strategies, and compose writing pieces using their knowledge of letters and sounds. They will be able to converse about a topic with their teachers and peers. They will continue to build on the academic and social skills learned in kindergarten

UNIT DESCRIPTION:

SUGGESTED UNIT TIMELINE: 4 Weeks

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<p>In this unit of study students will be learning about their identities and making connections with their life while engaging in activities that teach beginning phonics and phonemic awareness skills. Students starting out in school will enjoy classic nursery rhymes as they learn and experience them in different ways. Activities will include rhyming words, identifying letters, beginning conversations about characters in books, and working on personal skills that will guide students to become collaborative learners.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>	CLASS PERIOD (min.): Throughout a literacy block.					
<p>ESSENTIAL QUESTIONS:</p> <p>1. What do nursery rhymes mean to us?</p> <p>2. How do nursery rhymes influence us in our lives?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
1. Students will be able to identify and produce at least three rhyming pairs.		R.1.B.K.a	2.5	RF.K.2.a		1
		R.1.B.K.c	1.6			

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2. Students will be able to verbally state at least one key character or event from a nursery rhyme.		R.2.C.K.a R.2.C.K.b R.2.C.K.c R.1.H.K.a R.1.H.K.b	1.6	RL.K.1 RL.K.3 L.K.2.a		1 1 1
3. Students will be able to write their name and start to use basic letter sound knowledge and identification.		R.3.A.K R.1.C.K.b R.1.D.K.a R.1.A.k.a R.1.A.K.c	2.1 1.6	RL.K.6 RF.K.3.a RF.K.3.c RF.K.1.a RF.K.1.b RF.K.1.c RF.K.1.d		1 1 1
4. Students will be able to verbally state their thoughts and feelings in a group discussion while taking turns with multiple exchanges.		R.2.A.3.b	1.5	RL.K.5		1
5. Students will be able to sequence at least three events from a nursery rhyme.		R.1.H.K.c	4.6	RL.K.2		2
6. Students will ask and answer at least one		R.1.E.K	2.3	RL.K.4		2

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question about unknown words in text.		R.2.B.K L.1.B.K L.2.A.K.a R.2.A.K.b		RL.K.10 SL.K.1.a SL.K.1.b SL.K.6 RL.K.7		1 1 1 1
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>Students will be able to identify and produce at least three rhyming pairs. This will be assessed using a common assessment.</p> <p>See Summative Assessment_Rhyming Pairs</p> <p>After hearing a nursery rhyme, students will be asked to state a key detail from the text using a complete sentence and clearly explaining their thought. The teacher will score their responses using a checklist.</p> <p>See Formative Assessment 1_Key Details Fiction</p> <p>Students will be able to write their name. They will also start to use basic knowledge of letter identification and letter sound knowledge by correctly writing the beginning letter sound of one word, and being able to find at least ten letters in a rhyme when asked by the teacher. This will be scored using a rubric and work samples.</p> <p>See Formative Assessment 2_ Name Rubric</p> <p>See Formative Assessment 3_Name Write</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					

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5	<p>1. Shared Reading: Read a nursery rhyme such as, “Jack and Jill” with a pointer. After reading, the teacher will ask students to try and retell what happened in the nursery rhyme. The students will use pictures to retell the nursery rhyme.</p> <p>Modeling: The teacher will model finding the pictures to sequence using the words first, next, and last.</p> <p>Phonemic Awareness Activities and music: After retelling “Jack and Jill” the teacher will ask students to retell the nursery rhyme while he/she inserts a child’s name in place of “Jack” and “Jill”.</p> <p>See Instructional Activity 1_Jack and Jill Sequence</p>
2	<p>2. Shared Reading: Read “Humpty Dumpty” as a class. Ask students to identify the main character and major event in the rhyme.</p> <p>Direct Teaching and modeling: The teacher will explain and model a pattern using different colored construction paper squares. The teacher will demonstrate how to use the construction paper squares to make a pattern.</p>
6	<p>3. Read Aloud: the teacher will read a nursery rhyme such as “Hey, Diddle, Diddle,”. The teacher will then ask students to find the picture card of the word the teacher says (or use the illustrations). Examples for picture card from “Hey, Diddle, Diddle” would include “dish”, “sport”, or “over”. This will help students identify unknown or little used vocabulary words.</p> <p>Comprehension/Book Circle Jobs: The teacher will read aloud books and allow students to have comprehension roles to help guide the reading. Comprehension role jobs can be found in the Instructional Activity 2_Comprehension Role Jobs.</p>
4	<p>4. Small Group Instruction: The teacher will read a nursery rhyme and then a fictional story.</p> <p>Peer Share: Ask students to turn to a partner, point to the nursery rhyme, and explain to their partner how they knew that was the nursery rhyme. Ask students to turn to a partner, point to the fictional story, and explain to their partners how they knew that was the fictional story.</p>
3	<p>5. Read Aloud: The teacher will read “Jack Jumped Over the Candlestick.” The teacher will then lead a discussion about the roles of authors and illustrators.</p> <p>Small Group Instruction: The teacher will model how to write her name on a whiteboard using one capital and the rest lowercase letters. The teacher will ask students to write their name on a printed piece of paper instead of “Jack” and If students are unable to write their name, or what they jumped over, the teacher may help them finish the writing prompt.</p> <p>Sharing: After students have illustrated a picture of them jumping over an object and then finishing the writing prompt of “_____ jumped over the _____.” The students will be asked to share their work with the class, and name themselves as</p>

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	<p>the author and illustrator during the sharing time.</p> <p style="text-align: center;">See Formative Assessment 3_Name Write.</p>
6	<p>6. Shared Reading: The teacher will read a nursery rhyme such as “Three Little Kittens”.</p> <p>Direct Teaching: The teacher will read the nursery rhyme and do a think aloud about how the picture matches the text read and why some words would make sense in the text.</p> <p>Peer Share: Ask students to explain to each other what they see in the picture, and how that relates to the text that was read. Ask students to predict what will happen next in the text, given the illustrations on the next page. Have students read along with the teacher and then ask them if their predictions, based on the illustrations, were correct.</p>
3	<p>7. Shared Reading: The students will read along with the teacher in copied nursery rhyme books. They will use 1 to 1 matching.</p> <p>Independent Work Stations/Centers: The teacher will assign students to find certain letters or words in copied nursery rhyme books. The words could be posted for visual learners.</p> <p style="text-align: center;">See Instructional Activity 4_Nursery Rhyme Book</p>
1	<p>8. Direct Teaching: Use rhyming picture cards or objects and instruct students on how to find rhyming pairs.</p> <p>Small Group Instruction: The teacher will have rhyming cards and ask students to match the rhyming word pairs together.</p> <p>The teacher will then ask the students to finish the sentences in nursery rhymes. An example would be “Hickory Dickory Dock”. Students could answer verbally or in writing. “Hickory Dickory Dock</p> <p style="padding-left: 100px;">The mouse ran up the _____</p> <p style="padding-left: 100px;">The clock struck one</p> <p style="padding-left: 100px;">The mouse ran down</p> <p style="padding-left: 100px;">Hickory Dickory _____”.</p> <p style="text-align: center;">See Instructional Activity 5_Rhyming Card Pairs</p>

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1	<p>9. Music and movement: The teacher will teach students nursery rhyme songs such as “Twinkle, Twinkle Little Star” or “Itsy Bitsy Spider”. The students will sing and do finger/body movements. Music and movement will help some students use fine art skills to focus better on other academic tasks. After singing the songs several times, start singing again and this time stop singing at a rhyming word. Have students fill in the missing rhyming word.</p>
3	<p>10. Direct Teaching: The teacher will introduce common high-frequency words by associating an action with each high-frequency word written on the smartboard or whiteboard. Students will then practice the action with the high-frequency word. For example the word “the” could be a rocket word to learning how to read. Students will start low to the ground and with each letter stand slightly higher until the end when they jump up and shout “the”.</p> <p>See Instructional Activity 6_Sight Word Actions</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
5	<p>1. Students will sequence pictures from the nursery rhyme using the words first, next, and last. After sequencing the pictures students will retell “Jack and Jill” while inserting a peer’s name instead of “Jack” and “Jill”. Students may act out the rhyme for a movement activity.</p> <p>See Instructional Activity 1_Jack and Jill Retell</p>
2	<p>2. Students will listen to “Humpty Dumpty” to identify the main character and major event in the rhyme. Students will then show their knowledge of the rhyme by cutting out a picture of “Humpty Dumpty” and gluing him on a “wall” made of square construction paper blocks. The wall can be made out of square construction paper blocks in different colors and students could make a pattern with the colors. Students may choose to glue Humpty on the wall before he fell or on the ground after he fell. Ask students to tell the teacher where they are gluing him and where that happens in the rhyme (beginning or ending).</p>
6	<p>3. Students will have comprehension roles to help guide the reading. Comprehension role jobs can be found in the document Comprehension Role Jobs. Students will find a specified picture vocabulary word after listening to a nursery rhyme such as “Hey, Diddle, Diddle”.</p> <p>See Instructional Activity 2_Comprehension Role Jobs.</p>
4	<p>4. After listening to a nursery rhyme and fictional story, students will turn to a partner, point to the nursery rhyme and explain to their partner how they knew that was the nursery rhyme. Students will turn to a partner, point to the fictional story and explain to their</p>

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	partners how they knew that was the fictional story.
3	<p>5. After listening to “Jack Jumped Over the Candlestick”, and having discussions about roles of authors and illustrators, students will draw themselves jumping over a candlestick or any item from their homes on a paper printed with “_____ jumped over the _____.” They will then have to write their name in place of <i>Jack</i> and try to write the word of what they jumped over. If students are unable to write their name or what they jumped over the teacher may help them finish the writing prompt. The students will be asked to share their work with the class and name themselves as the author and illustrator during the sharing time.</p> <p>See Formative Assessment 3_Name Write.</p>
6	<p>6. Students will explain to each other what they see in the picture, and how that relates to the text page that was read. Students will predict what will happen next in the text, given the illustrations on the next page. Have students read the text and then ask them if their predictions, based on the illustrations, were correct.</p>
3	<p>7. Students will have a Book of Nursery Rhymes that contains several copied nursery rhymes that will be read in class. Students will be asked to read along with the teacher using several very familiar nursery rhymes. They will point with their finger word by word. Students will then be asked to use a highlighter to find certain letters or words in the rhyme. Example: In “Little Miss Muffett” students will be asked to highlight the letter ‘m’ or find common sight words such as “the”.</p> <p>See Instructional Activity 4_Nursery Rhyme Book</p>
1	<p>8. After practicing with matching rhyming pairs students will be asked to identify and produce at least three rhyming pairs. Rhyming cards may be used as well as having students finish the sentence in nursery rhymes. Example- “Hickory Dickory Dock</p> <p style="text-align: center;">The mouse ran up the _____</p> <p style="text-align: center;">The clock struck one</p> <p style="text-align: center;">The mouse ran down</p> <p style="text-align: center;">Hickory Dickory_____”</p> <p>See Instructional Activity 5_Rhyming Card Pairs</p>
1	<p>9. Students will learn nursery rhyme songs such as “Twinkle, Twinkle Little Star” or “Itsy Bitsy Spider”. The students will sing and do</p>

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	finger/body movements. Music and movement will help some students use their intelligences to focus better on other academic tasks.
	<p>10. Students will be introduced to common high-frequency words by associating an action with each high-frequency words written on the smartboard or whiteboard. Students will then practice the action with the high-frequency word. For example the word “the” could be a rocket word to learning how to read. Students will start low to the ground and with each letter stand slightly higher until the end when they jump up and shout “the”.</p> <p>See Instructional Activity 6_Sight Word Actions</p>
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Book Resources:</p> <p>Click to see a bibliography of books used in this unit and other great reading resources.</p> <p>See Bibliography_Jack and Jill_Learning with Nursery Rhymes</p> <p>Websites resources that contain helpful nursery rhyme activities:</p> <p>www.enchantedlearning.com-nursery rhyme retelling pictures</p> <p>http://www.mothergoosecaboose.com/newstuff/nrb/NURSERYRHYMEBOOK.pdf-nursery rhyme book</p> <p>www.hubbardscupboard.com-nursery rhyme resources</p> <p>www.kellyskindergarten.com- Rhyming Card Pairs</p> <p>Accommodations and Modifications: This unit allows for differentiation with instruction for all students. Please open this link to see a complete list of accommodations and modifications CES: (include internet addresses for linking)</p>	